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ABSTRACT

This Competency-Based Adult Basic Education (CBABE) Classroom Management Guide was developed to aid the Adult Basic Education (ABE) facilitator in implementing a model CBABE Level 5-8 curriculum. First, introductory material provides background on the CBABE project at Brevard Community College (Florida) and the rationale for the development of the training guide. Next, the guide explains the characteristics of CBABE and reasons for its use, presenting it as an efficient and effective response to the need for individualized instruction of adult learners, and a solution to the problems created by open entry/open exit programs. The next section explains how the CBABE materials prepared for the Florida Adult Basic Education Program are organized, including an overview of the learning guide format. Next, information on using the materials is provided, including a discussion of ways of adapting the materials to individual needs, management guidelines, a review of local options, and an outline of the recommended process for implementing the curriculum. The final section examines issues related to facilitator-student interactions. Appendices provide a sample CBABE Student Learning Guide, a Competency Mastery Chart, and CBABE Testing forms, student information sheets, a sample learning contract, and a Level 5-8 Student Progression Plan. A resource guide for CBABE Subject Areas is also included. (UCM)

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CBAE

COMPETENCY-BASED ADULT EDUCATION

Elizabeth Singer

CLASSROOM MANAGEMENT GUIDE

for Adult Basic Education Curriculum (Level II, 5 - 8)

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Competency-Based Adult Basic Education Curriculum (5-8)
Classroom Management Guide

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COMPETENCY-BASED ADULT BASIC EDUCATION CURRICULUM

CLASSROOM MANAGEMENT GUIDE

(LEVEL 5-8)

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INTRODUCTION

This Competency-Based Adult Basic Education (CBABE) guide has been developed to aid the Adult Basic Education (ABE) facilitator in implementing a CBABE Level 5-8 curriculum developed under a 310 Special Demonstration & Teacher Training grant awarded for 1986-87 by the Florida Department of Education, Bureau for Adult/Community Education, Division of Vocational, Adult & Community Education.

This CBABE classroom management guide can also serve as an excellent tool in staff development training of ABE facilitators who intend to use the Level 5-8 curriculum. Each ABE facilitator should receive a personal copy of the guide for reference.

The contents of the CBABE Classroom Management Guide addresses Florida's efforts to redefine competency-based education (CBE) as it relates to State legislation enacted in 1984. An explanation of CBE, as commonly interpreted by research and practice, is covered with justification as to why adult programs should adopt a CBE instructional process.

The guide further addresses the CBABE Curriculum, Level 5-8, with explanation about its different subject areas, suggestions on how to adapt to local needs, ordering the instructional materials, materials management, and general recommendations about program processes. Facilitator and

student needs are illustrated through a discussion of essential guidelines for classroom management and student/facilitator enteraction. Appendices are included to help the adopter in ordering of resources for CBABE Level 5-8 instruction and to assist the facilitator in conducting efficient recordkeeping of student progress.

The CBABE Curriculum, Level 5-8, and this classroom management guide are on IBM computer diskettes, allowing each district and community college an opportunity to reproduce originals for in-house printing. Loan of the diskettes is arranged through a written request from the adult program director. Prior to ordering, the director should consider reviewing a booklet describing in detail the program content, cost factors, and implementation processes. This booklet is free upon request. A loan order form is included in the preview booklet.

Special appreciation is extended on behalf of Brevard Community College, the Open Campus, to all the acknowledged Florida adult educators who shared their expertise and time to create the products generated by this project.

The major contents of the CBABE Classroom Management Guide were written by Dr. Lucy Guglielmino, Florida Atlantic University.

Elizabeth Singer
Project Director

PREFACE: COMPETENCY BASED ADULT EDUCATION IN FLORIDA

The move toward a competency-based approach to adult education has been very strong, especially in what Naisbitt refers to in Megatrends as "the bellwether states," or the states which seem to be the trendmakers. Florida is one of these states.

In 1984-85, Brevard Community College conducted a 310 project to bring together the expertise of the individuals and programs engaged in competency-based adult education in Florida. The Management Guide for Competency-Based Adult Education was developed from the input of 18 districts and community colleges in Florida and presentations by faculty from the model CBAE program at Lee Adult High School. Through a Brevard Staff and Program Development Fund grant, curriculum guides for thirty-eight adult high school courses were written. Course development continued under a 310 grant awarded jointly to Brevard Community College and Florida Atlantic University in 1985-86. Through this project, several other objectives were also accomplished:

1. A statewide CBAE conference was held, with travel funds provided for at least one teacher and counselor from each district desiring to participate.
2. A CBAE classroom management system for the adult high school was developed, as well as a student services guide.
3. CBAE awareness sessions were conducted throughout the state.
4. Technical assistance was provided to districts interested in adopting the program.

This program was selected as one of the first ACE Network model programs in Florida. For further information on the adult high school materials and resources, contact:

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In 1986-87, Brevard Community College was awarded another 310 grant to develop competency-based curriculum packages for the adult basic education program, Levels 5-8. This guide is designed to facilitate the use of those curriculum materials. They will be described in detail in a separate section.

WHAT EXACTLY IS CBAE, ANYWAY?

Competency-based adult education has been called a lot of things: It has been described as performance-based learning, mastery learning, criterion-referenced learning, and individualized instruction. It can and should be all of these.

Although everyone seems to be in favor of it, there are many different conceptions of what constitutes an ideal CBAE program. An article in the Florida Vocational Journal (November/December 1986) pinpointed this fuzziness of definition as one of the major obstacles in implementing competency-based programs. According to the USDOE Invitational Workshop on Adult Competency Education,

> Competency-based education is a performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society.

Although this is probably the most widely accepted definition, it is a bit much to swallow in one sentence.

A quick overview of CBAE involves looking at eight major areas: focus, instuctor's role, learner's role, objectives, needs assessment, instruction, measurement, and time required for testing.

FOCUS: CBAE focuses on academic skills and life skills. While students are learning to use percentages, for example, they are applying this knowledge to a realistic life context, such as figuring discounts on merchandise. Banking skills are incorporated in mathematics instruction. Letter-writing might be

taught through writing a letter of application or a complaint. These curriculum materials incorporate all of the academic and life skills listed in Florida's state-mandated performance standards and competencies.

INSTRUCTOR'S ROLE: The instructor acts primarily as a facilitator of learning rather than as a teacher. The learning facilitator recommends learning activities based on test outcomes, suggests materials, responds to questions, scores tests, gives feedback, and keeps records. He/ she may teach a difficult or especially interesting point to an individual, a small group, or perhaps even occasionally the entire class, but most of the time students are working at their own pace individually or in small groups.

LEARNER'S ROLE: The students accept responsibility for their own learning. They become familiar with the system and the location of materials. They participate in setting goals for their progress and maintain their own copy of the Competency Mastery Chart Check Sheet (Appendix D). They agree to work on their own, but they also agree to seek help rather than being blocked when they encounter something that is difficult for them.

OBJECTIVES: The learning objectives are measureable and they are specified up front, with measurement criteria fully

explained. For example, an objective might be: "Upon completion of this guide, the learner will be able to complete 10 simple percentage problems with 90% accuracy." In most CBAE programs, the objectives are jointly determined by the learner and the facilitator. For these adult basic education materials, the basic competencies and performance standards are state-mandated. Others may be added to accommodate individual needs or interests. The learner may also be given the opportunity to choose the order in which he or she addresses the basic objectives.

NEEDS ASSESSMENT: Needs assessment is continuous in CBAE. The learner is assessed before beginning the program to determine readiness and areas of weakness and strength. Reading level is especially important. Students who are reading below the fifth grade level should not be asked to use these materials until they have received remedial instruction.

Once involved in the program, learners take the pretest before they begin each learning guide; the practice test or self-check when they believe they have attained the competencies in the guide; and the posttest after successfully completing the self-check. At any point the facilitator can use the assessment as a basis for prescribing remedial materials or enrichment materials as needed.

INSTRUCTION: Instruction is individualized, with each student completing only the activities which the pre-test shows that he or she needs to achieve mastery. Ideally, several choices of learning activities appropriate for a variety of learning styles are available. You are by no means limited to the activities listed in the learning guide. They are simply a beginning.

MEASUREMENT: Tests are criterion-referenced, not norm-referenced. Each learner's achievement is measured against the pre-set standard, not against the performance of others. There is no "curve" in CBAE.

TIME REQUIRED FOR MASTERY: The time required to successfully complete the learning guides is variable. Each learner works at his or her own pace. A student with a strong background may complete a unit a day. Another may require several days.

In summary, in a CBAE program, adults can enter a course of study at any time, progress through specified performance standards course by course and exit by examination as soon as the performance standards are met.

WHY CBAE?

Obviously, Florida is making a major commitment toward promoting and establishing competency-based adult education programs. Understanding some of the reasons behind this movement provide a helpful background for the facilitator in a competency-based classroom.

Competency-based education in adult high school programs received major impetus from the RAISE bill. This bill, passed by the Florida Legislature in 1984, requires that to receive credit for a high school course, a student must spend 135 hours in class or meet the course performance standards in a competency-based program. This legislation became effective in September, 1985, and applies to all high school credit programs, including adult programs. If the RAISE bill were the only reason for establishing CBAE programs; however, these materials for adult basic education would never have been developed. Competency-based programs also solve many of the problems of open-entry, open-exit policies so essential to the success of adult programs. Students who walk in the door do not have to wait until the beginning of the next class cycle. They can begin immediately, using materials which are already available. The teacher can simply walk to the file cabinet and choose appropriate activities for the students' chosen subject and reading level.

Competency-based programs, properly conducted, promote more individualized instruction. As already mentioned, learners can choose which of their learning needs to address first; they do not have to work on some preordained schedule. They may choose to postpone a topic which has been very difficult for them in the past, for example, by opting to begin working on an area of special interest to them. Once they have become

accustomed to the system and have attained some success, they will be better prepared to tackle areas that have been a problem for them previously. As mentioned before, the facilitator should also use the pretest as a basis for recommending activities. In many cases, the pretest may show a weakness only in one specific aspect of a targeted competency. In this case, only activities related to that aspect would be assigned. Activities will not always be broken down in ways that meet an individual student's specific needs, but this guideline should be followed whenever possible. Ideally, activities can often be assigned to complement individual student's learning styles. Once again, these materials are only a beginning, and do not necessarily provide activities appropriate for a wide range of learning styles, but this is your opportunity to insert activities you have developed over the years or use audiovisual materials and software you may have on hand. The wider the variety of ways you have of presenting any material, the more likely it is that your learners will master it.

Another major benefit of competency-based programs is that they help students develop skills for lifelong learning. Rather than listening to an instructor continuously, the learner is encouraged to learn on his or her own and to take on more responsibility, at least in the areas of choosing the sequence of learning, the pace, and, in some cases, the number of hours of learning. Granted, this is still far from the self-directed learning the adult student will need to do in order to solve life problems and continue learning outside of the classroom, but this approach does develop a greater sense of self-responsibility and self-sufficiency in learning than the traditional classroom approach.*

Because of all of these advantages and because prepared competency-based materials insure that teachers are not overburdened by trying to individually develop comprehensive programs for their students from the ground up, competency-based approaches have proven to be very effective. The following list summarizes recent research findings on the effectiveness of competency-based education.

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*A series of modules designed to increase adult students' readiness for self-directed learning has been developed using 310 funds. For information, contact Dr. Lucy M. Guglielmino, Adult Education Office, Florida Atlantic University, Boca Raton, Florida 33431.

What does recent research reveal about the effectiveness of CBAE?*

1. Students learn more.
2. They retain it longer.
3. They learn more quickly.
4. Students overwhelmingly prefer it.
5. More instructor-student interaction is possible.
6. CBAE costs less to operate.
7. More students excel.
8. Fewer students fail.
9. Test anxiety is reduced.
10. CBAE promotes articulation.
11. Use of staff is more efficient.
12. All involved know what is to be learned.
13. More accountability is possible.
14. Students spend more time on task.
15. CBAE fosters student cooperation rather than competition.
16. There is less variation in learning outcomes among students.
17. Instructors spend more time with individual students.
18. Almost any training program can be structured this way.
19. Various learning rates and styles can be accommodated.
20. Use of facility is more efficient.
21. Needs of special learners can be met more effectively.
22. CBAE promotes open-entry, open-exit operation.
23. CBAE fosters student responsibility and self-reliance.
24. Students receive frequent feedback on performance.
25. Fewer duplicate pieces of equipment and tools are needed.

26. Students learn theory when they need it and can apply it.

27. Programs can respond more quickly to changes in technology.

28. All students have access to accurate, complete instruction, but can skip over tasks they have already mastered.

29. Graduates exit with higher levels of competence.

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*This list is adapted from materials prepared by Dr. Bill Blank of the University of South Florida.

The competency-based approach to education is a very rewarding way to work with adult learners. It is an efficient and effective answer to the need for individualized instruction and a solution to the problems created by open-entry, open-exit programs. Because it is firmly based on diagnosis and prescription, it is ideal for adult learners, who come in with a wide range of skill, knowledge, and experience.

HOW ARE THE MATERIALS ORGANIZED?

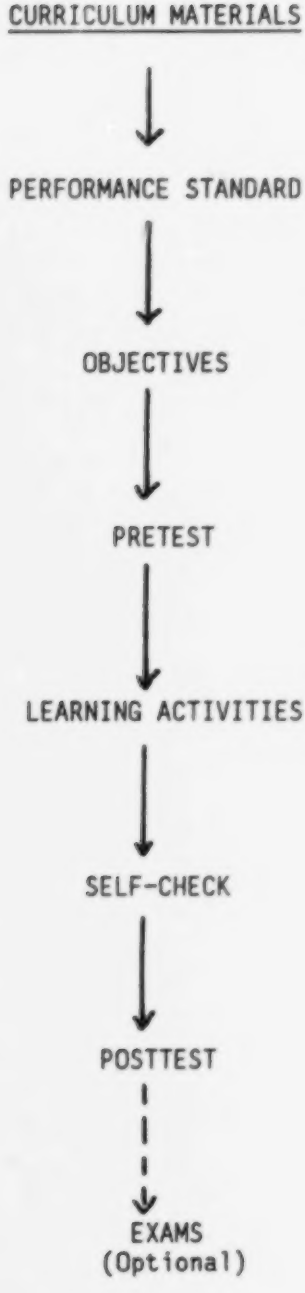
Each course for the Florida Adult Basic Education Program, Levels 5-8, has been written to meet the performance standards, which incorporate both academic and life skills.

Course Packages

Each course package contains the following materials:

- A copy of the course curriculum frameworks and performance standards
- A bibliography of all resources used to write the individual guides
- A pretest for each learning guide
- Learning activities to address the performance standard(s) targeted in the guide
- A self-check for student self-assessment after completing the learning activities
- A posttest for each learning guide
- Examination (optional)

CBAE


CURRICULUM MATERIALS
PERFORMANCE STANDARD
OBJECTIVES
PRETEST
LEARNING ACTIVITIES
SELF-CHECK
POSTTEST
EXAMS
(Optional)

Overview of the Learning Guide Format

The learning guides are instructional packets that guide each student individually through the learning process to meet the performance standards. In most cases you will find one guide per performance standard.

The first page of each learning guide contains the following information:

1. Identifying information

   - Subject area
   - Course code directory title and number
   - Performance standard number

2. The performance standard, or competency which this module is designed to develop

3. An introduction, which briefly explains the purpose of the guide, why it is important, and what you will learn.

4. Prerequisites

5. Laboratory activities (if applicable)

6. Performance objectives

   - Conditions (the given)
   - Performance (what will be done)
   - Criterion (how well)

An example of a performance objective might be, "Given 10 problems involving the multiplication of fractions (conditions), the student will be able to complete them (performance with 90% accuracy (criterion))."

Page two, Learning Experiences, is the heart of the guide. On this page are:

1. The performance standard (repeated for easy reference).

2. Learning activities and resources--specific instructions for what to do and which materials to use. You will recommend to the learner some of these activities to complete, based on pretest results. Examples of learning activities might be to read a passage and answer questions, complete a lab, view an audiovisual presentation, or prepare a speech. Normally the learning activities will include presentation of material, practice in applying it, and feedback on how the work was done.

3. Special instructions. Any necessary information such as the order in which activities should be scheduled, where special materials are located, or when to ask the facilitator to assist in arranging for a group exercise is included here.

The Instruction Sheet may not appear in every learning guide. If one is used, it will be referred to in one of the learning activities. Instruction sheets may contain graphics or pictures to clarify a process or concept being presented. They may provide detailed instructions for a writing assignment or lab assignment; they may present a checklist for evaluating a task the learner has been asked to do.

The Self-Check gives the learners a chance to measure their progress before taking the posttest on a learning guide. They complete it and grade it themselves, using the Self-Check Answer Key on the next page. No grade is recorded. It is important that they check themselves fairly. If they look ahead at the answer key or skip items, they may think they are ready for the posttest when they actually need more study. Ask your students to share the results of their self-checks with you. Then you can have them move on to the posttest or prescribe additional learning activities.

See the Learning Guide Training Form in Appendices A & B.

Tests

Pretests and posttests will be packaged separately from the other materials, since they will need to be kept in a locked file accessible only to staff. They usually consist of at least ten questions in a multiple-choice or matching format.

HOW DO I USE THE MATERIALS?

General Information

- Basic to the CBABE curriculum (Level 5-8) are the READING, WRITING, and MATHEMATICS learning guides. The CONSUMER ECONOMICS, HEALTH, SOCIAL STUDIES and SCIENCE modules build on reading comprehension and math skills. Cross references of student performance standards based on student interest can occur in these latter subject areas.

- Consumer economics and health can accommodate low reading and math skills and are excellent motivator courses. Science and social studies are geared to a higher reading level (7-8). These modules are good for pre-G.E.D. or for remediation of students having difficulty with the CBAE high school curriculum in science and social studies.

- The CBABE program is intended to raise the grade level of students quickly for entry into G.E.D. preparation and CBAE high school completion courses.

- Since many students in the CBAE high school program are seeking credit, the CBABE learning guides can be used to validate competencies at a lower level and award credit. However, this should be accomplished using the appropriate State Course Code Directory number for a credit course.

- The CBABE Program was designed specifically to accompany the CBAE high school completion program with similar formatting so that students can experience consistency in learning and progression.

- The CBABE Program is also intended to meet the needs of students who tend to drop out or become discouraged with G.E.D. prep and CBAE high school because they lack the appropriate skills to be successful in academic subject areas for credit.

- This CBABE Program can be adopted as a full ABE Level 5-8 instructional program or modified to meet local resource needs. Since it is available on IBM computer diskettes, this can be accomplished with minimal local effort.

- With good counseling, proper placement of students, and noted student progression, this CBABE Program can be an effective instructional tool for any adult education outreach center or school facility center.

Adapting the Curriculum Materials to Your Needs

The curriculum materials developed in Brevard County are intended only as a beginning, a basic framework for your ABE program. You may have textbooks which you feel are especially effective (or which you just purchased last year and cannot afford to replace yet!). You may have videotapes which you have used successfully to teach specific competencies. By all means, adapt the guides for your use. Add the activities from the books you have available or from those you especially want to use. Add the videotape to the learning activities list. If you have computer software which can be used to teach subject-verb agreement, add it to the learning activities; it addresses a wider variety of learning styles than a paper and pencil exercise. If you have developed a game to teach the difference between adverbs and adjectives, add it to the list of activities.

Ideally, the learning activities are a menu from which you and your students can jointly choose the activities most appropriate for their needs and learning styles. Make whatever adaptations are needed to insure that the activities are appropriate for your adult learners.

Ordering Learning Resources

Be sure to order all the books and materials you will need to implement the CBABE program at least a month before you plan to begin. A resource guide listing all of the texts and materials referred to in the guides constitutes Appendix K of this guide. Prices and publishers' addresses are included.

Managing Materials

Physical Organization and Storage

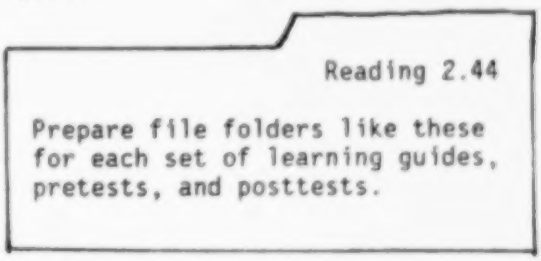
Classroom Equipment - Two or three file cabinets and one large storage cabinet are suggested for evening centers and using day school facilities. The files and storage cabinets must be able to be securely locked.

Learning Guides - Use individual manila file folders for each learning guide. Mark with the subject area and the performance standard number(s). Place a minimum of 15 copies in each folder. Replace if students take home the learning module or the copies become worn. Place folders in order numerically by the standard number, or divide learning guides into a packet format and staple. This allows students to use in a "booklet" form, reducing paper flow and filing.

Tests - Keep all pretests and posttests in a separate, locked file cabinet. Arrange in manila file folders by number and have a minimum of 15 on file. Some tests are consumable by the student. Keep these used tests in a separate folder. Do not allow students to keep copies of a completed test. Lamination of tests is a good idea. Number each test for tracking its use.

Books and Other Resource Materials - Arrange instructional materials in the storage cabinets for easy access by students. Have students return materials to the appropriate place. Arrangement of materials for learning labs is much easier than for evening programs in a day school facility. Code materials with color dots and post a chart showing students how to find materials.

If using audiovisual and programmed materials, you may want to store these separately and establish a sign-out system. See Appendix D for a sample form which could be used.



Deciding on Local Options

There are several local options which need to be addressed before the CBABE program can be implemented. One, deciding to what extent you will adapt and/or adopt the available curriculum materials, has already been discussed.

Another important option is the designation of a level of mastery which must be met for successful completion of pretests and posttests.

It is important to note that the research on CBAE shows very strongly that successful programs are those which require a high level of mastery. Ninety percent (90%) is the recommended figure for level of mastery of the posttest. The rationale behind this recommendation is that students working on their own will not be able to master higher levels of course work if they have just barely managed to achieve a minimal level of mastery in the lower levels. This is especially true in subject areas such as mathematics where one must continue to use skills learned in an earlier unit to succeed in later units.

A third local option relates to time limits for testing and retesting. These are discussed in detail in the Testing section on page 26.

Recommended Process

Orientation to the Program - Orientation to the program may occur in a counselor's office or in the classroom.

Program Placement - Use the TABE SURVEY, 1987 edition, to determine grade level placement.

Diagnostic/Prescriptive Placement - Use the TABE TEST, 1987 edition, to determine problem areas. Student scores are recorded on the Competency Mastery Chart (Appendix C).

Classroom Orientation - Classroom orientation may be combined with the program orientation if the classroom facilitator rather than a counselor provides the initial welcome and testing. The following procedure is suggested for orientation of students new to CBE on the first day of a new term:

1. Explain the CBE approach, using the overview in this packet.

2. Go over Appendix A and one learning guide with them as a group. Have students take the Learning Guide Self-Check Test (Appendix C). Give all new students copies of Appendices A, B and I to keep in their folders for reference.

3. Encourage questions.

4. Post classroom expectations and rules and explain the CBAE flow chart.

5. Explain to students:

   a. location of materials,
   b. student responsibilities for self-pacing,
   c. testing times and procedures,
   d. recordkeeping (See Appendix D, Competency Mastery Chart),
   e. the grading system,
   f. student responsibilities for refiling of materials, and
   g. classroom expectations and rules.

Because the CBAE program allows for open entry, you may have students new to CBAE entering throughout the term. You may not always be able to devote sufficient time to orienting the student who is unfamiliar with CBE while also trying to meet the needs of the other students. There are several options for accomplishing this through:

   a. individual orientation by the facilitator when possible or orientation by a teacher aide (if available);
   b. orientation by the counselor (individual or with other new students who are beginning that evening);
   c. orientation by a fellow student who is working in that area; or
   d. use of a self-study orientation module.

Note: Some centers will greet and test students at any time the center is open, but will schedule orientation sessions only once or twice a week. The student may begin the modules only after participation in an orientation session.

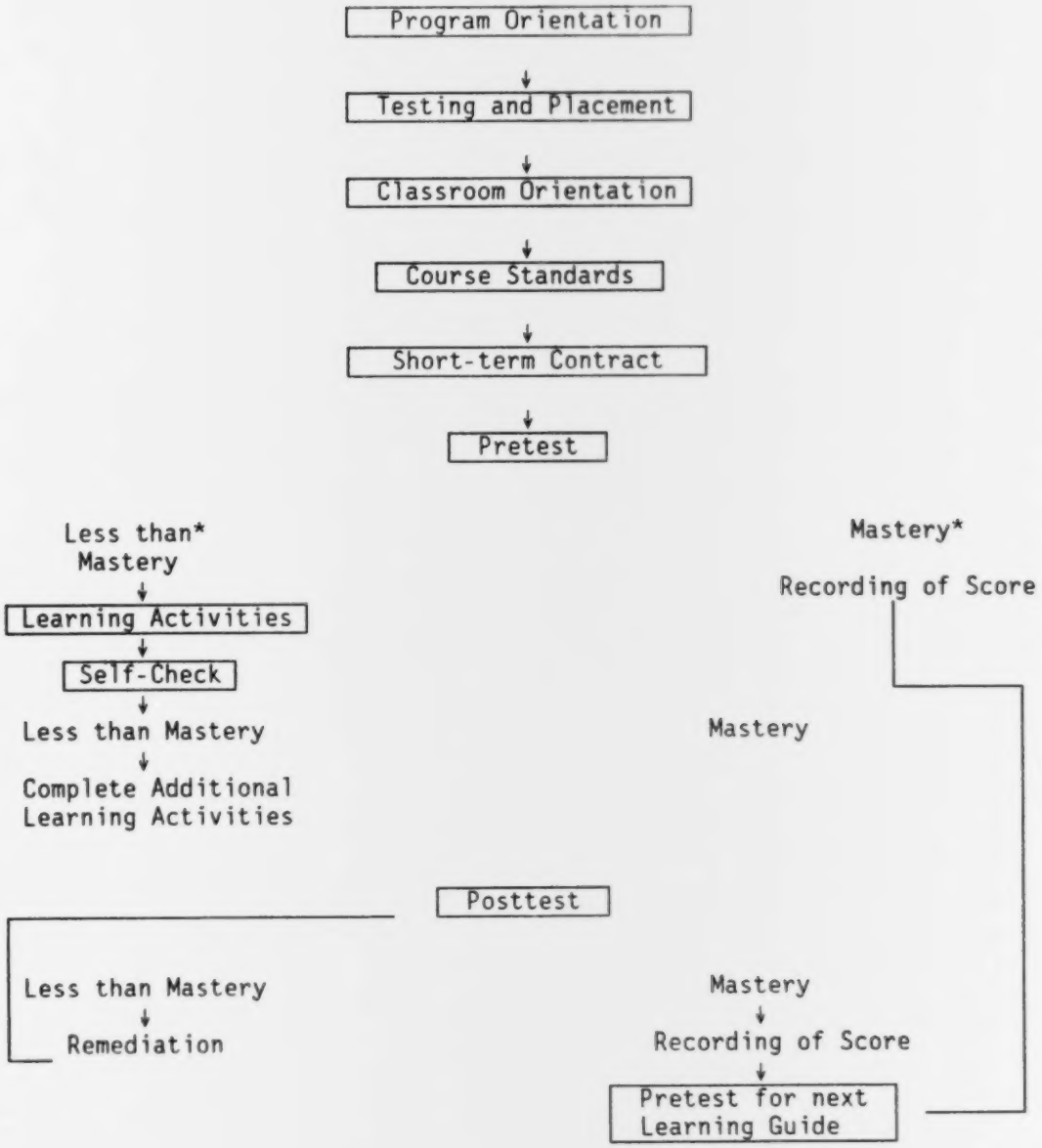
Orientation to Each Course - Provide a list of course performance standards to each student. Use a course map for appropriate sequences of instruction. Develop a short term contract with the student. List your agreed upon performance standards on the first two columns of the Competency Mastery Chart (Appendix D).

Explanation of Course Standards - Go over the course standards the student will be working on to provide an overview of what is to be covered.

Short Term Contract - Based on the diagnostic testing, discuss and list the competencies to be mastered on the Competency Mastery Chart. This may in READING, WRITING, or MATH initially. Have the student set a goal for the number to be mastered within the first week.

Pretesting - Pretest to determine if the student has prior knowledge at a 90% or higher level. There is a pretest for each competency to be mastered. Record the score on the Competency Mastery Chart. If it is less than 90%, the student should complete assigned activities in the learning guide. If it is obvious from the student's previous work that pretest scores will be very low, or if the student has a great deal of test anxiety, the pretests may be omitted. DO NOT ALLOW STUDENTS TO WRITE ON THE TESTS OR THE LEARNING GUIDES.

CBAE FLOW CHART



When all guides are completed:

Final Examination (Optional)

Less than Mastery → Remediation

Mastery → Completion of Records

*The level of mastery is set locally. A mastery level of at least 80% is recommended.

Learning Activities - Each learning guide has activities at either a 5th-6th or 7th-8th grade reading level. Choose activities based on tested reading level. Step-by-step directions are found in each learning guide, but facilitators should encourage students to ask for assistance if they encounter problems.

As the instructor in CBAE, you can use several instructional methods. The program is designed primarily to be individualized; however, you can set aside class periods for the entire class to be instructed on a performance standard that is not suited for individualization, such as the inquiry method or a science lab demonstration. When you plan to do this, be sure to announce your plans ahead of time so that all students will be present. You may also want to use group activities or student presentations to the class. There are some subject areas which almost require a variation in teaching methods.

Self-Check - After completing the agreed-upon activities and discussing problems and progress with the facilitator, the student decides jointly with the facilitator if he or she is ready to take the self-check. When ready, the student takes the self-check and grades it. Answers are found in the learning guide. The score is recorded on the Competency Mastery Chart by the facilitator and by the student.

Posttesting - Based on the teacher's recommendation and the score on the self-check, the student takes the competency posttest. A score of 80% or above is recommended before validating mastery. The post-test grade is recorded on the facilitator's and student's Competency Mastery Charts.

Note: Facilitators should recommend additional activities if they feel the student is not really ready for the posttest. Students who fail a posttest naturally feel somewhat discouraged. In addition, they will have to take another posttest after remediation. If extra tests for the learning guide are not available, the facilitator will need to develop a new posttest.

Remediation or Enrichment Activities - If warranted, the teacher may assign additional activities for competency mastery which may not appear in the student learning guides.

Final Exam - The final exam is optional, depending upon the course and teacher assessment. If a student is completing a reading, writing, or mathematics course, it may be appropriate to administer the TABE SURVEY 1987, (grade level placement edition) to verify student readiness for G.E.D. preparation or CBAE high school completion.

Competency Mastery Chart - After the student has successfully completed the assigned competencies, the instructor signs the Competency Mastery Chart and dates it. This chart should become part of the student's permanent record folder. Charts can be discarded after information is placed on the student's cumulative folder or transcript.

Materials Checkout - If allowing student to check out textbooks or other materials to complete learning guides at home, you may want to use the form found in Appendix D. Some centers require deposits on textbooks taken home to assure that they are returned. If you are

using expensive audiovisual materials or software within the classroom, you may want to establish a checkout system for their use.

Testing - Administering, scoring and providing feedback on pre/posttests can require a major portion of the facilitator's time. In order to provide more time for individual attention to students, it is often necessary to set up some guidelines for handling the testing.

If two facilitators share a classroom, division of responsibilities is helpful, with one handling testing and one handling consultation.

OPTIONS

1. Testing as the students are ready - This is the ideal for the student, but may result in long waiting lines and may hinder individual consultation for planning and assistance. Monitoring can also become a problem. If testing is available at any time, designate a specific "testing area" to make monitoring easier and to let other students know that the individual is being tested. If setting aside a testing area is not feasible, try placing a bicycle flag on the desk of a student taking a test. This way, you will know and others will know who's being tested. It works!

2. Testing at specified times - Schedule the first hour and the last hour of a session as testing time or schedule testing only for certain days during the week. Specified testing times will allow you more time to work with students needing individual help, and monitoring will become less of a problem. If you choose this option, be sure to schedule testing times at reasonable intervals

so that students do not have to wait more than two class sessions to be tested after completing a learning guide. Students should be allowed to go on to the next learning guide while waiting to be tested.

3. Use of a Testing Center - In larger programs with full-time counselors, students may be sent to a testing center. Teacher feedback would include the score as well as the numbers missed, so appropriate learning activities and/or remediation could be assigned. Usually, testing centers are used for the following:

    •Placement testing in reading and mathematics
    •Diagnostic testing to assist the teacher in prescription
    •Final examination testing for student exit

    A referral form for testing is provided in Appendix E. The ideal testing center would contain a computerized system. Students would take tests on the computer and have the tests graded by the computer. The computer system could have test banks for pretest, posttest, and final examination questions. If possible, several computers in the classroom setting could provide similar services.

Test-Retest Time Limits - If a student fails to pass a posttest, a time limit of no less than 24 hours should be set for taking another posttest on the performance standard. In this case, take-home instructional materials for further study might be appropriate.

Test Security - Test security is absolutely essential in a CBAE program.

•Pretests, posttests, and final exams are to be kept in a locked file cabinet with access only by the facilitator, teacher, aide or testing coordinator.

- Each test should be numbered for tracking, and completed tests should be returned to the facilitator rather than being kept in the student's copy of the record folder.

- All notations about testing results should be made in ink by the facilitator, teacher aide or testing coordinator.

- Careful monitoring of students may be necessary to prevent the temptation to copy questions for a friend.

Recordkeeping

Student Information - Student record information may vary, as different forms are used by individual districts and community colleges. Appendix F contains a sample Student Information Form.

Competency Mastery Chart - The Competency Mastery Chart (Appendix D) is the form used for tracking of mastery of performance standards. Both the leader and facilitator keep a copy of this, the learner to be aware of his progress, and the facilitator as a permanent record of the student's achievements. The form thus provides a guide and progress chart for the adult learner. It can also be used as a short-term learning agreement or contract between the learner and the facilitator, although some facilitators choose to use a separate learning agreement form such as the one in Appendix H. The Competency Mastery Chart includes all the information needed for the student's permanent record. Basic information is entered on the top and a performance log completes the chart:

Basic Information:

- student name
- subject area
- facilitator
- class entry date
- TABE placement level
- entry testing data
- exit testing data

Performance Log:

- competency number (proposed completion date can be included in this column during short-term goal setting
- pretest score (usually recorded as a percentage) and date
- learning activities to be completed (number of activities agreed on by facilitator and learner during short-term goal setting)
- self-check (checked off by student when successfully completed)
- review exercises (filled in only if needed after unsuccessful self-check or posttest)
- posttest score (usually recorded as a percentage) and date
- instructor's signature

Attendance Record - Although a certain number of days of attendance are NOT required in a CBAE program, students should be encourged to set and follow a regular schedule for their work. Attendance records should be kept on each student for state reporting. These records are also valuable for the facilitator and counselor in keeping up with the student's interest and effort.

Special Information on Specific Modules

This section includes special information which the developers wanted to share about curriculum packages and specific modules.

Health

•An additional suggested resource is speakers brought in from the Health Department

History and Social Studies

•Options for students with different learning styles and for those not ready for the CBABE Program should be available. Time should be planned for individual student work on the guides and for group activities such as lectures, audiovisual presentations, discussion, guest speakers, and work on computers.

Mathematics

•The facilitator will need other resources to supplement the materials in the guides for students who do not achieve mastery after completing the guides.

•Teacher-made or commercial flashcards, computer learning packages, and other hands-on materials available should be keyed into the learning guides.

Reading

•Computer-based materials, dittoes, and other books should be used to supplement the activities in the learning guides.

•Some learning can be done in groups if desirable, to add variety.

Science

•The science modules are arranged into 4 groups. These are 9 life science modules, 4 physical science modules, 5 earth/space science modules, and 3 science technology, society/domain modules. There

is a separate science glossary that defines words in the reading selections. Hyphenated words on the instruction sheets in the modules can also be found in the glossary.

- The modules do not have to be completed in sequential order but it would be beneficial to the student to begin and finish one group at a time (example: life science). Allow students to begin with the module they are most interested in.

- Lab thermometers and blank hurricane tracking charts are needed. (The charts can be duplicated.)

- Suggested supplemental materials:
  - Emergency Procedures for Hurricanes (Handouts available at local Civil Defense offices)
  - Energy handouts or packets usually availabe at local power company offices.

Facilitator-Student Interaction: An Essential for Success

Because this CBABE program is based on prepared modules, there is a temptation to interact only when the student asks for help or needs to be tested. Actually, student-facilitator interaction is one of the basic ingredients in a successful CBABE classroom, and it is important that the facilitator's approach be based on a sound understanding of adult learners.

Who are these people who show up in your classroom? What do they need and want? Adult students usually come because they have an immediate need. They come because they choose to, not because they have been ordered to. But just as these adults voluntarily come, they will "vote with their feet" and disappear if they feel they are not getting what they need.

Among the most urgent needs of adult learners are:

A teacher-student relationship based on mutual respect - Adults expect to be treated like adults. They expect to have their experiences and opinions valued. If you remember that they were ill and ask how they are feeling, they feel validated. If you remember that they were applying for a job and ask how it went, they appreciate it. If you ask them which set of modules they might want to try first, they get the message that you value their opinions and preferences.

A climate of teacher warmth and empathy - This may be the single most important factor in determining how well your students learn. Many adults feel uncomfortable in a classroom situation. They often have had

unpleasant experiences in previous educational settings. In any case, adult basic education students usually feel a great sense of insecurity because they have experienced many failures in educational settings. Teacher warmth, acceptance and empathy are particularly important to them. A large body of research shows that if a teacher is warm, caring, and enthusiastic, the students learn more. If the teacher is not warm, caring, and enthusiastic, they learn less (or they leave).

Opportunities for problem-solving and building self-directed learning skills - This is a must for any adult program and should be incorporated wherever possible. If you can help the students find the answer rather than just feeding them information, they will begin to develop skills that will help them the rest of their lives. When they are asked to exercise some control over their own learning, as they are in CBABE, they usually react positively. Some learners may need a little time to become accustomed to a school setting that is not totally teacher-directed, but the ultimate result of this approach is usually increased self-esteem and a much better foundation for lifelong learning.

Opportunities for success - Adult ABE students have their egos battered every day. They are often looked down upon or treated with impatience because they lack basic skills. They need opportunities to succeed and be recognized for that success every day. Encourage your students to set small daily or weekly goals. As these are achieved, they can be congratulated and congratulate themselves on their progress. If they face only their major goal, every day, it can begin to seem impossible to achieve. The satisfaction of achieving smaller goals provides the motivation and encouragement to continue.

Other needs - In addition to the needs listed on the previous page, adult learners flourish under relevant instruction and involvement in the classroom. The CBABE system takes care of these to a major extent. Your adult students may require a longer time to perform learning tasks than children do, and they may be more sensitive to an uncomfortable physical environment (especially to extremes of heat or cold). They may have already put in a full day's work before they get to class; they will be tired. Anything you can do to liven up the class, such as increasing the variety of curriculum materials by adding media or computer software will help them to remain motivated. You might play music as they come into class, have a get-aquainted coffee, or have a brief monthly sharing session where they report to each other their progress and other important things that are happening in their lives. These activities not only liven up the evening, they also build a sense of belonging to a caring group of people. This sense of group can keep students coming back.

Commitment to Share Corrections

Place one copy of each learning guide, pre/posttests and final examination in a 3-ring binder. Keep this copy and use it as your personal copy. As new guides are delivered to you, immediately remove one, punch holes and insert it in your binder(s). On that copy, please note any errors, typos, or omissions so they can be corrected when the guides are reprinted.

It is your obligation as an instructor to alert your supervisor of errors in the student learning guides. This information should be sent to Elizabeth Singer so that revisions can be made in the master copies.

APPENDICES

A - Student Self-Directed Use of CBABE Learning Guide

B - Sample CBABE Student Learning Guide

C - CBABE Self-Check on Use of Learning Guide

D - Competency Mastery Chart

E - Materials Check-Out/Check-In

F - CBABE Testing Form

G - CBABE Student Information Sheet

H - CBABE Learning Contract

I - CBABE Learning Lab Guidelines

J - CBABE Level 5-8 Student Progression Plan

K - Resource Guide for CBABE Subject Areas

STUDENT SELF-DIRECTED USE OF CBABE

LEARNING GUIDES

Look at the first page of the student learning guide for the subject area you have been assigned. Each student learning guide is similar. Learning guides are used to guide you through a learning process to master the performance standards. In some cases, you will find more than one performance standard covered in a learning guide. This first page of the learning guide gives the following information:

- Subject Area Covered
- Performance Standard(s)
- Introduction
- Pre-Test Needs
- Post-Test Needs

Subject Area: In CBABE there are seven (7) subject areas which you may or may not be assigned based on your entry testing scores. Subject areas most often assigned are in READING, WRITING, or MATH. You may want to choose other subject areas,such as HEALTH, CONSUMER EDUCATION, SOCIAL STUDIES, or PHYSICAL SCIENCE.

Performance Standards: Performance standards are the same thing as competencies. That is, knowledge you must know about the subject area. An example is "be able to place words in alphabetical order." The performance standard(s) is noted on the first page of your learning guide and repeated on each page.

Introduction: The introduction section states the outcomes (results) of what should happen for you after completing the learning guide. Sometimes other information is added to help you understand the performance standard.

Pre-Test: This is where you will start before moving to the next page which is the "Learning Steps" section of the guide. Competency-Based Education does not want you to have to repeat knowledge you have already learned.
You must ask the instructor to give you the PRE-TEST before beginning each learning guide.

Post-Test: If you don't master the Pre-Test, you will complete assigned learning steps in the learning guide as directed. The post-test will tell you and the instructor whether you have mastered the performance standard(s) and can move on to another standard.

° Turn to the next page of the Learning Guide. Note that the subject area and performance standard(s) are given again. You are asked NOT to write on the learning guide.

° The "Learning Steps" will tell you . . .

*** what resources to use,
*** how to use the resources, and
*** feedback on how the work was done.

° Your instructor may say that you do one or more of the learning steps based on your learning needs.

° Follow each learning step as assigned (in order from lowest number to highest). Look at "Special Instructions" for what to do after each learning step.

Learning Resources: Your learning resources are in the classroom. The instructor will show you how to use the learning resources to complete the learning steps.

°As you go through the learning steps, you may need help from the instructor. Ask for help.

°Self-Check Test: You will complete the self-check test after discussing your progress with the instructor. You may grade it yourself.

°The answer key to the self-check is in your learning guide. It is important that you don't look at answers before or during taking the self-check.

°After taking the self-check test and grading it, show to your instructor and discuss your progress.

Post-Test: After discussing your progress with the instructor, he/she may say that you need to do more activities before taking the post-test. The post-test says you know the performance standard(s) if passed at an 80% level.

Competency Mastery Chart: You will have a Competency Mastery Chart for each subject area. Your pre-test and post-test scores are recorded on your subject area Competency Mastery Chart. You may keep another copy of this chart in your personal file folder to note your progress. The instructor keeps a chart and records the scores, date and his/her signature saying you have mastered standards.

°After all standards assigned are mastered, you have successfully completed the subject area.

°The Competency Master Chart becomes part of your permanent record folder.

YOU HAVE NOW COMPLETED A STUDY OF THE STUDENT LEARNING GUIDE.

°Turn to the next page and take the "SELF-CHECK TEST" which will tell you whether you are ready to begin the first student learning guide for the subject you have been assigned.

°Show the Learning Guide Self-Check Test to your instructor and discuss any questions you may have before beginning your first learning guide.

"Their is no failure in no longer trying."

--Elbert Hubbard

COMPETENCY-BASED ADULT BASIC EDUCATION

STUDENT LEARNING GUIDE

SUBJECT: HEALTH

PERFORMANCE STANDARD #: 4.53

LEVEL II (5 -8)

PERFORMANCE STANDARD(S): 4.53 Know common illnesses and seek proper medical help.

INTRODUCTION:

After doing this learning guide, you will know common illnesses and be able to seek proper medical help.

PRE-TEST

Before you start this guide, ask your teacher for the PRE-TEST on this standard. Take the PRE-TEST and have your teacher grade. If your score is 90% or above, go to the next learning guide.

POST-TEST FOR SCORES BELOW 90%

After you complete the activities in this module, you will take a POST-TEST which must be passed at an 80% or above level. DO NOT WRITE ON THIS GUIDE.

COURSE: HEALTH LEVELS: 5 - 8

PERFORMANCE STANDARD: 4.53 Know common illnesses and seek proper medical help.

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

Complete the learning steps below. Check with your teacher as noted and for help if needed.

LEARNING STEPS	SPECIAL INSTRUCTIONS
Use: Life School - Health	
1. Read handouts 1 - 8 on pages 278-285. Complete the activities on each page.	1. Use Teaching Resource, pages 275-276 for "Body Parts and Breast Check." Check handouts 3-8 with the answer key on page 3 of this learning guide.
2. Complete handout #9, (SELF-CHECK) page 4 of this learning guide.	2. Check handout #9 with the answer key on page 5 of this learning guide.
3. Read handouts 10-20 on pages 287-297. Complete activities on each page.	3. Check handouts 10-16 with the answer key on page 6 of this learning guide.
4. Before taking the last SELF-CHECK, see your teacher.	4. Ask your teacher to look over your work.
5. Take SELF-CHECK (page 7, handout 21) in this student learning guide.	5. See answer key on page 8 and check your answers.
6. Get the POST-TEST from your teacher.	6. Your teacher will say if you are ready to take the POST-TEST.
7. Take POST-TEST. Have your teacher grade.	7. Additional activities may be given if your score is less than 80%

	A N S W E R K E Y < < > > Handouts #: 3 - 8	COURSE: HEALTH LEVELS: 5 - 8 PERFORMANCE STANDARD #: 4.53

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

HANDOUT #3:

Answer 1: every year or once a year
Answer 2: see a doctor

HANDOUT #4:

Answer 1: every 3 to 5 years
Answer 2: every year

HANDOUT #5:

Answer: every 1 to 3 years

HANDOUT #6:

Answer: once a month

HANDOUT #7:

Answer 1: yes
Answer 2: no

HANDOUT #8:

Answer 1: yes
Answer 2: no

	S E L F - C H E C K < < > > Handout #: 9	COURSE: HEALTH LEVELS: 5 - 8 PERFORMANCE STANDARD #: 4.53

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

Circle "T" for true sentences. Circle "F" for false.

T F 1. Tests are a quick way to find out if something is wrong.

T F 2. If something is wrong, it's good to know about it early.

T F 3. Most adults need a blood pressure check about once a week.

T F 4. There is a skin test for TB.

T F 5. Most adults need a TB test every 3 to 5 years.

T F 6. The Pap test is a test for cancer.

T F 7. Most women need a Pap test only every 5 to 10 years.

T F 8. Women need to do a breast check each month.

T F 9. People who are well don't need any tests.

T F 10. You should tell your doctor about family diseases.

SELF-CHECK A N S W E R K E Y Handout #: 9	COURSE: HEALTH LEVELS: 5 - 8 PERFORMANCE STANDARD #: 4.53

DIRECTIONS: Use your own paper. DO NOT WRITE ON THIS GUIDE.

1. T
2. T
3. F
4. T
5. T
6. T
7. F
8. T
9. F
10. T

CBABE SELF-CHECK ON USE of LEARNING GUIDE

Choose the best answer for each question. Complete any other activity requested. DO NOT mark on this self-check. Use your own paper.

1. Which one of the following is NOT found on the first (cover) page of a "Student Learning Guide."

   a. Performance Standard Number and Standard
   b. Introduction
   c. Learning Activities
   d. Subject Area Covered
   e. Pre/Post-Tests Information

2. There are seven subject areas covered in CBABE. Six of them are listed below. What is the seventh one?

   a. Reading
   b. Mathematics
   c. Social Studies
   d. Consumer Education
   e. Physical Science
   f. Health
   g. ?

3. Which of the following statements are true and which are false?

   a. Competency-Based Education says that you must complete all student learning guides for a subject area.
   b. You take the pre-test before starting work in a learning guide.
   c. You can take the post-test whether completing the activities or not.
   d. You must score 80% or above on the post-test before mastery of a standard is validated.

4. Which one of the following is NOT part of the Learning Steps?

   a. what resources to use
   b. where in the room to find the resources
   c. how to use the resources
   d. feedback on how the work was done

5. Very briefly and in complete sentences describe how you use the "self-check" in the learning guide.

6. What important scores are recorded on the COMPETENCY MASTERY CHART?

ANSWER KEY: 1. c 2. Writing 3. a. f b. t c. f d. t
4. b 5. teacher graded 6. pre & post-tests

COMPETENCY MASTERY CHART Page____of_____ CBABE PROGRAM Appendix D

Facilitator

Student Name

Class Entry Date

Subject Area

Placement (TABE SURVEY) LEVEL

ENTRY TABE Testing

Diagnostic/Prescription Recommendations

READING SCORE Date

WRITING SCORE Date

MATHEMATICS SCORE Date

Class Exit Date

Date Test Taken (TABE SURVEY)

READING LEVEL Date

WRITING LEVEL Date

MATH LEVEL Date

Student Goals Post-TABE Exit from Program

COMPETENCY #	PRE-TEST Date/Score		Learning Activities	Self-Check	Review Exercises	POST-TEST Date/Score		INSTRUCTOR INITIALS	COMMENTS

Instructor Signature:

Date:

Test Average

Exam Grade

Final Grade Ave

Dean's Signature:

Date:

MATERIALS CHECK-OUT/CHECK-IN

LAB Instructor

TERM: _____

Name	Materials Loaned	Date of check-out	Time	Date of check-in	Time	Initial

APPENDIX r

CBABE TESTING FORM

FACILITATOR:_____SUBJECT AREA:_____

Student Name:_____

PRE-TEST # _____ GRADE _____ DATE _____

POST-TEST #_____ GRADE _____ DATE _____

FINAL EXAM _____ GRADE _____ DATE _____

PRE-TEST number of questions missed:

1 2 3 4 5 6 7 8 9 10

POST-TEST number of questions missed:

1 2 3 4 5 6 7 8 9 10

WRITE IN number of items on the final exam: _____

WRITE IN number of items missed on final exam: _____

FINAL EXAM REMEDIATION: Write the STANDARD NUMBERS that will need REMEDIATION:

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

(As standards are remediated successfully, date and initial beside of the number).

Comments:

APPENDIX G

CBABE STUDENT INFORMATION SHEET

Entry Date:_____

Entry Term:_____

SUBJECTS:

Student Name:_____

Address:_____
Number Street City Zip

Phone:_____ Marital Status:_____ No. of Children:_____

Birthdate:_____ S.S. #:_____

Last School Attended:_____

Last Grade Completed:_____ Employed?_____

If employed, where?_____ Part-Time__ Full-time__

Not employed:____ Are you seeking employement?_____

Handicapped?____ Type:_____

Receiving Public Assistance? _____ Limited English Proficiency_____ (Foreign Born)

Purpose of Program Entry:_____ (Check one or more below)

___Adult Basic (literacy) skills
___Adult High School Completion
___G.E.D. Preparation (must be 18 or older)
___Increase Personal Competencies (have Diploma)
___Vocational Supplemental (Employed-up-grade current job related skills)
___Leisure Time/Recreational

What other courses have you taken at the College?_____

What are your hobbies and interest?_____

What do you plan to do after obtaining your program goal?_____

APPENDIX H

CBABE LEARNING CONTRACT

Term_____

Date_____

Subject_____

Student Name _____

Facilitator _____

For the subject named above, I plan to complete the Performance Standards listed below by _____ (Date).

I will check off each Performance Standard by the number and note what Learning Steps by number that I studied.

I will present this information to my Facilitator and ask for help if I need it.

Performance Standard Numbers				Learning Activities Numbers		
check		date		check		date

Learner Signature_____

Facilitator _____

CBABE LEARNING LAB

Welcome to the CBABE LEARNING LAB. In this room you will find students working at several difference levels and on different subject areas. Each student works at his/her own pace of learning by using individual STUDENT LEARNING GUIDES.

There is a STUDENT LEARNING GUIDE for each course performance standard. Some performance standards have been combined within a guide.

HERE'S HOW IT WORKS. . .

- Your guides may be in "packet" form. You work on one guide at a time. Performance standards are numbered in sequence (i.e., 1.01, 1.02, 1.03, etc).
- The first page of the guide will tell you what to do in order to master the performance standard.
- Included in each guide are LEARNING STEPS (assignments), SPECIAL INSTRUCTIONS, self-checks and answer keys.
- In some cases you will be given additional activities, tests, and performance standards.
- All work is individualized, that is, you will be working by yourself with special help given by the Lab facilitator. At times there may be small group instruction.
- If your learning guides are in packet form, they will be filed by subject area and noted by title and performance standard numbers.
- If filed by individual standard numbers, look for the subject area and performance standard in an individual file folder. These are kept in a file cabinet.
- Your LEARNING FACILITATOR will show you where the guides and instructional resources can be found in the Lab.

You will have a PERSONAL FOLDER which contains COMPETENCY MASTERY CHARTS, assignments and work, this memo, CBABE Learning Contract, Student Information Sheet, and CBABE Testing Forms, and any other information relating to your progress.

- **On the first page of each Learning guide, you are told** to take a PRE-TEST before beginning the "Learning Steps."
- You may want to look at the self-check in the guide before taking the pre-test.
- If you pass the pre-test at 90% or above, you do not have to complete that particular learning guide. You have shown mastery of the standard.
- If you do not pass the pre-test, you complete the assignments in the "Learning Steps" and "Special Instructions" as noted by your facilitator and the guide.
- After discussing your progress with the Lab Facilitator, you may be given extra activities or assigned the POST-TEST. Both the PRE-TEST and POST-TEST are monitored by the LAB Facilitator.
- If you pass the post-test at 80% or above, your grade will be recorded on your COMPETENCY MASTERY CHART. You may proceed to the next assigned standard.

ATTENDANCE CARDS:

- When you enter the Lab, pull your attendance card from the file kept near the facilitator's desk. Fill in the date and time of entry.
- When you leave the lab, complete the time of exit. Return the card to the proper file section.

Attendance is very important to your successful progress. You may be assigned specific days to attend the Lab. Follow your schedule and attend each day.

You must stay in the Lab after entry until break time. You must return to the Lab on time after break. Coming and going of students is disruptive to learning. Check with your Lab Facilitator if an emergency.

EXITING FROM THE CBABE LAB

°If you are enrolled in either READING, WRITING, or MATH, you will be given a final exam before exiting the subject area. Whether to give the final exam is a decision made by the Lab Facilitator.

°You are expected to raise your reading level by at least one grade level. This is usually determined by a proficiency test or the TABE (Test for Adult Basic Education).

°If you wish to raise your reading level up to at least the eight grade, you can choose to stay in the Lab. In fact, it is recommended, especially if you plan to earn adult high school credits or take the G.E.D.

°If you are preparing for the G.E.D., it is important that you complete WRITING. Your writing skills will be tested on the G.E.D.

Your Lab Facilitator is here to help you progress rapidly through the subject area performance standards. He/she will give you special assistance as you work through activities.

In some cases, volunteers are in the lab to help with your progress. If discouraged about your progress, seek out the help that is available to you.

YOU CAN BECAUSE YOU THINK YOU CAN!!

I have read and understand the above information:

Student Signature:_____Date_____

(Place this information in your personal file folder).

NOTE: You are asked not to talk with other students while in the Lab. Quiet is needed for individual study.

CBABE LEVEL 5-8 CURRICULUM

Student Progression Plan:

1. Program placement based on TABE Survey Test, 1987 Ed. Grade level assessment in READING & MATHEMATICS.

2. Assignment of Student Learning Guides initially in reading, writing, or mathematics based on grade level equivalent.

3. Administer PRE-TEST(s) to assess prior knowledge in PERFORMANCE STANDARDS.

4. Ideally, administer diagnostic-prescriptive edition of TABE, 1987 Ed. to assess needed performance standards in reading, writing, or math.

   OR

   In reading, writing, administer "proficiency test" (Hillsborough County Program).

5. Assign PERFORMANCE STANDARDS needed by student on a "Competency Mastery Sheet."

6. Students use "Individual Learning Guide(s) and classroom resources for performance standards assigned. They complete the learning guide activities and interface with facilitator on progress and complete self-checks before facilitator O.K.s taking of the POSTTEST.

7. Mastery of the POSTTEST is recommended at an 80% level. This verifies performance standard mastery.

8. Pretest and Posttest grades are recorded on "Competency Mastery Sheet by facilitator with signature and date of mastery.

9. Facilitator can require external exercises beyond learning guide activities if needed by students.

APPENDIX K

RESOURCE GUIDE

CBABE LEVEL 5-8

1987

CONSUMER EDUCATION

HEALTH

MATHEMATICS

READING

SCIENCE

SOCIAL STUDIES

WRITING

Fearon Education
19 Davis Drive
Belmont, CA 94002
1-415-592-7810

The Lifespan Program - Consumer Education $87.00, 4350-7C02, 1981

South-Western
5101 Madison Road
Cincinnati, OH 45227
1-800-543-1985

Vocational Mathematics for Business $7.35, M18

Tests: $.90, M18A, Teacher's: M18M 1984

Skills for Consumer Success $7.50, H11

Tests: $.85, H113, Teacher's: H11M 1987

HEALTH BIBLIOGRAPHY
LEVEL 5-8

Fearon Education
David S. Lake Publishers
19 Davis Drive
Belmont, CA 94002
1-415-592-7810

The Lifeschool Program - Consumer Economics* $87.00, 4350-7C02, 1981
The Lifeschool Program - Health $87.00, 4351-7C02, 1981
The Lifeschool Program - Community Resources/Gov't and Law $87.00, 4352-7C02, 198[illegible]
The Lifeschool Program - Occupational Knowledge/Interpersonal Relationships $87.00, 4353-7C02, 1981

Complete Program (4 binders) 4354-7C02 $321.00
*Please note: Consumer Economics used in CBABE Consumer Education (level 5-8) module.

U.S. Department of Health and Human Services
Public Health Service
Alcohol, Drug Abuse, and Mental Health Admin.
5600 Fishers Lane
Rockville, MD 20857

Plain Talk Series "Handling Stress" by Louis Kopolow M.D.
(Revised in 1983; Reprinted in 1985)
This article may be reproduced freely in any quantity you wish.

EXTRA HEALTH MATERIALS FOR SCHOOLS INTERESTED IN FURTHER DEVELOPMENT IN HEALTH.

Educational Design, Inc.
47 West 13 Street
New York, NY 10011

Food and Nutrition $4.95, 0-87694-214-1

New Readers Press Order Department
Department 60
1320 Jamesville Avenue
Box 131
Syracuse, NY 13210

Help Yourself to Health $3.75, 540-5, Workbook $2.65, 542-1
This is Your Body $3.00, 537-5, Workbook $2.25, 546-4
Food and Fitness $3.95, 547-2, Workbook $2.80, 547-2
Drugs $2.45, 525-1
Tobacco: Facts and Decisions $2.45, 512-X
Alcohol: Facts and Decisions $2.45, 527 -8
Can You Give First Aid $1.50, 361-6
Getting Health Care $2.65, 541-3

MATH BIBLIOGRAPHY
LEVEL 5-8

Cambridge Book Company
888 Seventh Avenue
New York, NY 10106
1-800-221-4764

Figure It Out 3rd Ed., $4.70, 822-828
Teacher's: $5.80, 822-852

Math Skills by Objectives 1 $5.25, 802-101, 1985
Math Skills by Objectives 2 $5.25, 802-002, 1985

Fearon Education/David S. Lake Publishers
19 Davis Drive
Belmont, CA 94002
1-415-592-7810

Time and Telling Time Classet of 10: $33.00, 8235-7C01, 1987

Gregg/McGraw-Hill, Inc.
P.O. Box 996
Norcross, GA 30091

Counting Money and Making Change and Making a Budget
$10.36 less 25%, 0-07-047304-8, 1980

Steck-Vaughn
P.O. Box 2028
Austin, TX 78768
1-800-531-5015

Basic Essentials in Mathematics - Part 2 3rd Ed., $3.69, 1291-1

Strategies for Success - Mathematics $4.56, 1876-6, 1987

Working With Numbers - Hexagon Book $3.96, 1831-6, 1985
Working With Numbers - Pentagon Book $3,96, 1830-8, 1985
Working With Numbers - Rectangle Book $3.96, 1829-4, 1985

READING BIBLIOGRAPHY
LEVEL 5-8

Amsco Publications, Inc.
315 Hudson Street
New York, NY 10013

The Newspaper and You, $5.60, R227 W, 1980

Cambridge: The Adult Education Co.
888 Seventh Avenue
New York, NY 10106
1-800-221-4764

Mastering Spelling, $4.75, 801-839, 1985
Answer Book: $1.00, 801-847

Contemporary Books/F.E. Braswell Co.
180 North Michigan Avenue
Chicago, IL 60601
1-813-343-2023

The Write Stuff: Putting It In Paragraphs, $3.95, 5212-0, 1985
Teacher's Book: $3.95, 5098-5

Building Basic Skills in Reading, $4.95, 5878-2, 1982

EDL Publishing Company
Two Park Avenue
New York, NY 10016
1-800-227-1606

Content Area Reading Skills/Science (Level D), $8.75,
337173-E, 1978
Content Area Reading Skills/Science (Level E), $8.75
337176-E, 1978
Content Area Reading Skills/Science (Level F), $8.75
337179-E, 1978

Content Area Reading Skills/Social Studies (Level D) $8.75
337174-E, 1978
Content Area Reading Skills/Social Studies (Level E) $8.75
337177-E, 1978
Content Area Reading Skills/Social Studies (Level F) $8.75
337180-E, 1978
Content Area Reading Skills/Social Studies (Level GHI) $8.75
337183-E, 1978

Fearon Education/David S. Lake Publishers
19 Davis Drive
Belmont, CA 94002

Writing Makes Sense, Set of 10 copies $45.00, 5109-7001, 1987

Acker Education Services
P.O. Box 1810
Maitland, FL 32751

Today Activities Reference Book

A-1 #TYA1AB - $4.00
A-2 #TYA2AB - $4.00
B-1 #TYB1AB - $4.00
B-2 #TYB2AB - $4.00
TEACHER'S GUIDE #TYXXTG - $3.00

McGraw-Hill
5925 Peachtree Industrial Boulevard
Chamblee, GA 30341

Dr. Spello, 2nd Edition, $5.36, 0-07-033942-2, 1968

National Textbook Company
4255 W. Touhy Avenue
Lincolnwood, IL

Book of Forms for Everyday Living, $5.95, 5325-1, 1985

Steck-Vaughn
P.O. Box 2028
Austin, TX 78768
1-800-531-5015

Adult Reading 1500, $3.15, 1500-7, 1977
Adult Reading 1600, $3.15, 1600-3, 1977
Adult Reading 2100, $3.15, 2100-7, 1977
Adult Reading 2200, $3.15, 2200-3, 1977
Adult Reading 2300, $3.15, 2300-X, 1977
Adult Reading 2400, $3.15, 2400-6, 1977
Adult Reading 2500, $3.15, 2500-2, 1977

Criticial Thinking for Adults, $3.45, 1984-3, 1987

Critical Thinking: Reading, Thinking and Reasoning Skills
(gray level) $4.15, 1854-5, 1987
Critical Thinking: Reading, Thinking and Reasoning Skills
(green level) $4.15, 1855-3, 1987

Developing Basic Study Skills, $3.39, 0961-9, 1984
Teacher's Book: $3.54, 0968-6
Interpreting Visual Information, $3.39, 0960-0, 1984
Teacher's Book: $3.54, 0967-8

Gateways to Correct Spelling, 3rd Ed., $4.35, 4047-8
Teacher's Book: $.65, 4048-6

Steck-Vaughn (cont'd)

GED Writing Sample, $3.90, 1846-4, 1987

Grammar and Usage, $1.14, 1093-5, 1984

Language Exercises (Blue Book) $3.96, 1085-4, 1984
Language Exercises (Gold Book) $3.96, 1086-2, 1984
Language Exercises (Red Book) $3.96, 1084-6, 1984
Language Exercises (Green Book) $3.96, 1087-0, 1984

Language Skill Book 720, $1.14, 1090-0, 1984
Language Skill Book 940, $1.14 1092-7
Learning Our Language Book I, $3.60, 0386-6, 1974
Learning Our Language Book II, $3.60, 0387-4, 1974

Reading Improvement Activities, (Book I) $4.08, 0500-1, 1976

Reading Skills for Adults, (Brown) $3.78, 116-1620-8, 1986
Reading Skills for Adults, (Green) $3.78, 116-1619-4, 1986
Reading Skills for Adults, (Red) $3.78, 116-1618-6, 1986

SCIENCE BIBLIOGRAPHY
LEVEL 5-8

Steck-Vaughn
P.O. Box 2028
Austin, TX 78768
1-800-531-5015

Basic Science for Living, Book 1 and Book 2, 3rd Ed., $3.66
Book 1: 1497-3, Book 2: 1498-1

Strategies for Success - Science, $4.56, 1877-4, 1987

Contemporary Books, Inc.
P.O. Box 58732
Raliegh, NC 27658
1-813-343-2023

Building Basic Skills in Science, $4.65, 5973-7

EDL Publishing Company
Two Park Avenue
New York, NY 10016
1-800-227-1606

Content Area Reading Skills - Science

Level C: 337074-E, $75.00 (kit)
or
337170-E, $8.75 (book) $1.00 ans. key 337030E

Level D: 337077-E, $75.00 (kit)
or
337173-E, $8.75 (book) $1.00 ans. key 337033E

Level E: 337080-E, $75.00 (kit)
or
337176-E, $8.75 (book) $1.00 ans. key 337036E

Level F: 337083-E, $75.00 (kit)
or
337179-E, $8.75 (book) $1.00 ans. key 337039E

Level GHI: 337050-E, $75.00 (kit)
or
337182-E, $8.75 (book) $1.00 ans. key 337053E

Teacher Guides for all levels: $5.00, 337086-E needed for kit and book.
Please note: Levels D, E, and F are used in the Reading (Level 5-8) module.

Florida Department of Environmental Regulation
2600 Blair Stone Road
Tallahassee, FL 32301

Your Environment, (free booklet)

Hurricane Tracking Charts - free from the Civil Defense Office in each Florida County.

SOCIAL STUDIES BIBLIOGRAPHY
LEVEL 5-8

EDL Publishing Company
Two Park Avenue
New York, NY 10016
Phone: 1-800-227-1606

Content Area Reading Skills - Social Studies

Level C: 337075-E, $75.00, (kit)
or
337171-E, $8.75, (book) Ans. Key 337031E, $1.00

Level D: 337078-E, $75.00, (kit)
or
337174-E, $8.75, (book) Ans. Key 337034E, $1.00

Level E: 337081-E, $75.00, (kit)
or
337177-E, $8.97, (book) Ans. Key 337037E, $1.00

Level F: 337084-E, $75.00
or
337180-E, $8.75, (book) Ans. Key 337040E, $1.00

Level GHI: 337051-E, $75.00, (kit)
or
337183-E, $8.75, (book) Ans. Key 337054E, $1.00

Teacher's Guide for all levels: $5.00, 337086-E needed for kit and book.
Please note: Levels D, E, F, and GHI are used in the Reading (level 5-8) module.

Steck-Vaughn
P.O. Box 2028
Austin, TX 78768
1-800-531-5015

Strategies for Success-Social Studies, $4.56, 1875-8, 1987

Living in American Series Democracy in Action, $3.33, 1149-4, 1985

Cambridge: The Adult Education Company
888 Seventh Avenue
New York, NY 10106
1-800-221-4764

Follet Coping Skills Series - Job Interview, $3.75, 823-298, 1978

Follet Coping Skills Series - Keeping a Job, $3.75, 823-476, 1982

Follet Coping Skills Series - The Law and You, $3.75, 823-395, 1981

Follet Coping Skills Series - Using Community Resources, $3.75, 823-28X, 1977

WRITING BIBLIOGRAPHY
LEVEL 5-8

Cambridge: The Adult Education Company
888 Seventh Avenue
New York, NY 10106
1-800-221-4764

English Skills by Objectives Book One, $4.25, 802-134, 1985
Answer Book: $1.00, 802-169

Mastering Grammar Book Two, $4.25, 801-774, $4.25, 1985
Answer Book: $1.00, 801-782

Watch Your Language Book One, $3.95, 897-003, 1984
Answer Book: $1.00, 897-0011

Educational Design, Inc.
47 West 13 Street
New York, NY 10114
1-800-221-9372

Improving Your Spelling Skills, $5.25 or $3.80 if 10 or more copies are ordered, F388, Teacher's guide free.

Fearon Education/Davis S. Lake Publishers
19 Davis Drive
Belmont, CA 94002
1-415-592-7810

Capitalization and Punctuation Make Sense, 5108-7001
Set of 10 copies, $45.00, 1987

Janus Book Publishers
2501 Industrial Parkway
W Dept. Ht3
Hayword, CA 94545

Sign Language: A Survival Vocabulary (Books A, B, C, D),
Series A-D, $10.60, Classet $86.40, 0915510-08-1/09-X/
13-8/14-6, 1977

Random House-McCormick Mathers
3500 Suite 216
35301 1st Avenue North
St. Petersburg, FL 33733
1-813-855-5436

Individual Corrective English, (yellow) $2.79, 800-82253-0
Teacher's Guide, $2.10
Individual Corrective English, (blue) $2.79, 800-92257-3
Teacher's Guide, $2.10
Individual Corrective English, (green) $2.79, 800-92260-3
Teacher's Guide, $2.10

Steck-Vaughn
P.O. Box 2028
Austin, TX 78768
1-800-531-5015

Language Excercises, (blue book)* $3.96, 1085-4, 1984
Language Excercises, (gold book)* $3.96, 1086-2, 1984
Language Excercises, (gray book) $3.96, 1016-1, 1984
Language Excercises, (green book)* $3.96, 1087-0, 1984
Language Excercises, (red book)* $3.96, 1084-6, 1984

Reading for Today, (Book 3) $3.45, 1905-3, 1987
Teacher's: $3.99, 1904-5

The Continental Press, Inc.
127 International Boulevard
Atlanta, GA 30043

Punctutation I Basic Language Units: Mechanics
Kit $44.50, 7450-1, 1981

*Used in ABE Level 5-8 Reading Module

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